

School:	Student:	Date:	STAGE OF SCHOOLING:	ES 1 <input type="checkbox"/>	S1 <input type="checkbox"/>	S2 <input type="checkbox"/>	S3 <input type="checkbox"/>
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PROCEDURE

Purpose: to give instructions on how to do something.

The following assessment tasks provide students with opportunities to demonstrate their understanding of an explanation and to produce an explanation in a meaningful context.

Assessment Tasks <i>Select tasks to meet the student's stage of schooling and level of language ability.</i>		Teachers should listen for the following common grammatical features of explanation related to the task selected:	Comment on student's work samples to indicate strengths and needs.
	Sequence pictures to provide instructions for an activity, writing labels to match. *	STRUCTURE: Procedures are usually organised to include: <ul style="list-style-type: none"> • the goal of the activity; • any materials needed to achieve the goal; • steps to accomplish the goal. GRAMMAR: <ul style="list-style-type: none"> • the use of commands, e.g. 'put', 'don't mix'; • the use of action verbs, e.g. 'turn', 'pick up', 'fold'; • the use of precise vocabulary, e.g. 'whisk', 'lukewarm'; • the use of adverbials to express details of time and place, manner, and so on, e.g. 'for five minutes', '2 centimetres from the top', 'carefully'. • retell steps in a familiar procedure 	
	Listen to an oral text and use information to sequence a set of instructions. *		
	Write a procedure to match a given set of illustrated steps. *		
	Extract information from a procedural recount to rewrite as a procedure. *		
	Write a set of instructions in response to a design and make activity. *		
	Write a set of instructions for a classroom activity (following a modelled text construction for a similar activity).		